

# **100 Black Men of America, Incorporated Mentoring Across The World Through Reading**

## **National Mentoring Month 2020**

Greetings 100 Black Men Chapters:

I hope this correspondence finds each of you, your chapters, and mentees exceptionally well. As we are all aware, National Mentoring Month is approaching. I am proposing during National Mentoring Month (*January 1-31, 2020*), each chapter of the organization visits at least one school in its immediate community and reads to a class of your choice. If a chapter does not have a mentoring program, declare National Mentoring month as an opportunity to reach out to children and youth. It is apparent that several chapters will be doing their own Mentoring celebration during National Mentoring Month. Know that this correspondence arrives as an additional **Ask** across all chapters. The Process Plan is noted below:

### **Process Plan**

The chapter will choose a school of its choice, preferably K-5<sup>th</sup> Grade.

Contact the local formalized learning setting (School of choice) discussing your chapter and the affiliation with an international organization. When approved by the school system, proceed with the following:

Schedule a time convenient for most of the participating members of your chapter and establish time for the reading periods with the school.

Request from the school which series of books that will be most preferred for the specific class or bring one that is age appropriate. If a book or a series is chosen by the chapter, use books that are motivating to the children.

Allow for a question and answer period and a timeframe to leave positive nuggets for the class of students.

Report the number of children served, the class that the chapter read to, as well as the name of the school and the Principal. The data would be sent to the National Office for reporting out to all chapters by *Monday, February 17, 2020*.

Chapters are asked to do a media alert to your communities to be heard around the world!

### **For the Record**

We are hoping to make this a fun activity, for both the students, teachers, and the members involved.

We want to facilitate the interest in reading and learning.

We want students to make that transition from learning to reading to reading to learning.

Research continues to show that the 3<sup>rd</sup> grade is a critical milestone for reading (U.S. Department of Education, 2013).

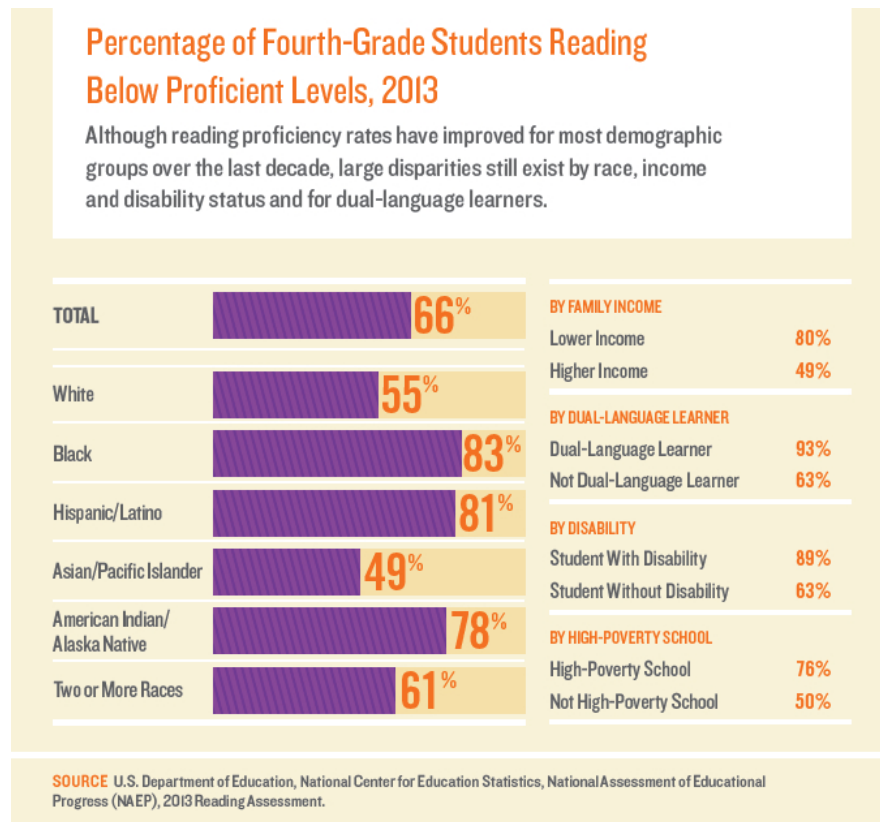
The ability to read by the end of the 3<sup>rd</sup> grade is an important indicator of both academic and economic success. Reading proficiency can be viewed as the most important predictor of high school graduation and career success and college entrance. To put it in perspective, only approximate 35% U.S. children are proficient/advanced readers when they begin 4<sup>th</sup> grade, which varies based on race and where children grew up (U.S. Department of Education, 2013).

Research further postulates that children who are motivated and spend more time reading do better in school (Linda Gambrell, Barbara Marinak 2009, *Reading Motivation: What the Research Says*). We would have higher levels of education attainment and in turn, have higher health literacy rates in future generations.

Research suggests that without reading comprehension, reading is a frustrating and a pointless exercise in calling out words (Texas Educational Agency 2002). The goal of evidence in reading comprehension instruction is to assist students in developing the knowledge, skills, and experiences they must have as a means to become competent and enthusiastic readers.

Thank you for helping all of us at 100 Black Men of America, Inc. provide the prescription for Success and Lifelong Learning!

The “WHY” for this project is noted below!



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National Chairman of Mentoring